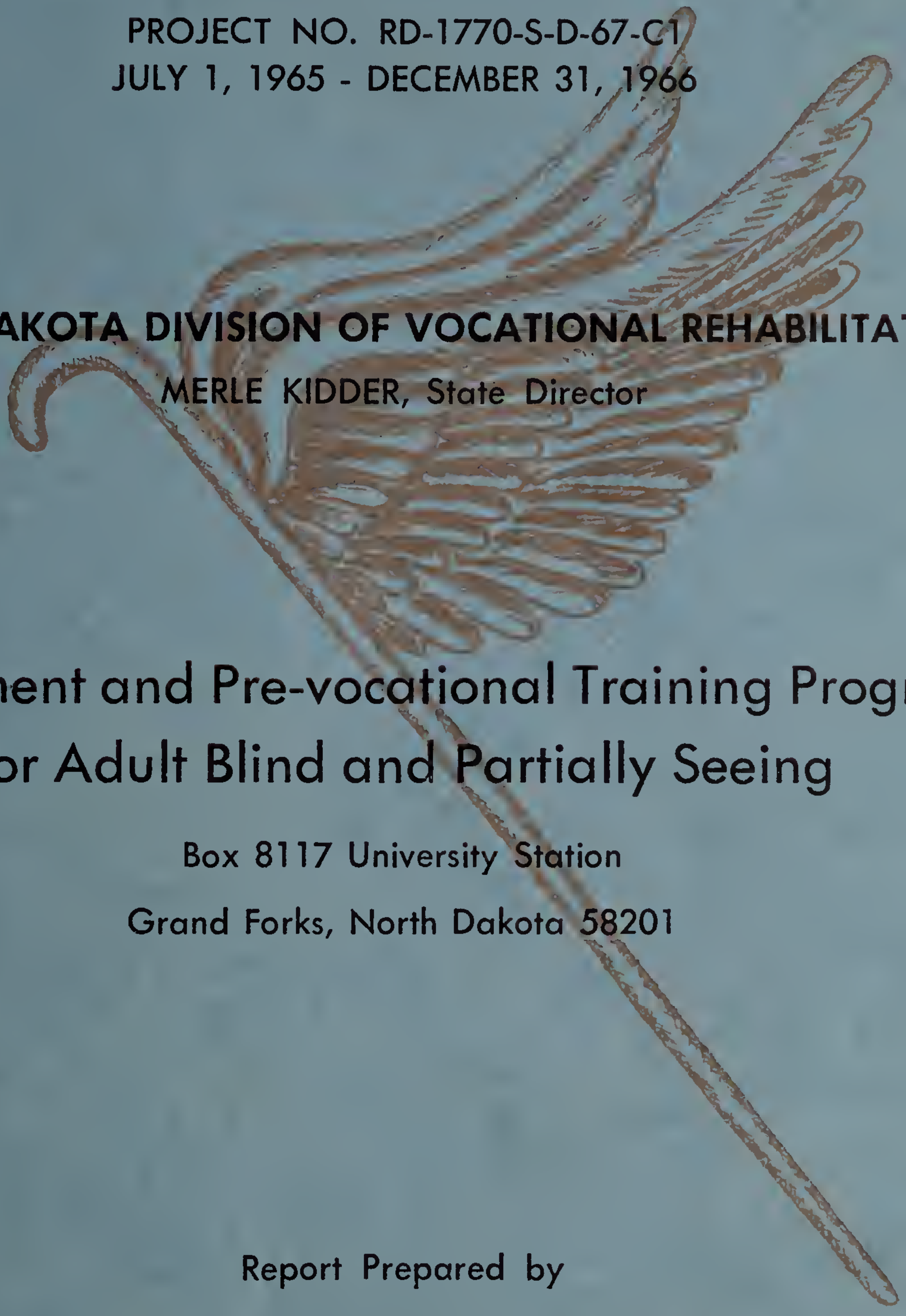
Final Narrative Report

PROJECT NO. RD-1770-S-D-67-C1
JULY 1, 1965 - DECEMBER 31, 1966



NORTH DAKOTA DIVISION OF VOCATIONAL REHABILITATION
MERLE KIDDER, State Director

Adjustment and Pre-vocational Training Program for Adult Blind and Partially Seeing

Box 8117 University Station
Grand Forks, North Dakota 58201

Report Prepared by
EDWIN G. CHRISTENSEN, Supervisor

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This Investigation Was Supported in Part
by Funds Obtained Through Vocational Rehabilitation
Administration Grant No. RD-1770-S-D-67-C1

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FORWARD

The original concept and design of an orientation and mobility program for training of blind individuals in a sighted community and rehabilitation center was developed by Merle Kidder, State Director of Vocational Rehabilitation for North Dakota.

The basic logic in this concept was that if we are to instill within blind persons the conviction that they are as competent as sighted individuals, it is essential that their training and activities must be in this type of setting.

Another basic concept in the rationale of this project was that if sighted persons observe blind individuals in competition with their group, a new awareness of the abilities of blind persons will be established.

Through this discovery, sighted persons in future years will assist in breaking down the road-blocks for the employment potential of well trained blind persons in competition with the sighted in like training.

At the beginning of the above project activities, Mr. Rodney J. Kossick, Project Director, also functioned as the orientation and mobility instructor in the training program. As of November 1, 1966, Mr. Kossick left our organization to set up an adjustment and pre-vocational training program for the blind in a rehabilitation center located in Saigon, South Viet Nam, under the sponsorship of the World Health Organization. His leaving the Program made it necessary for early termination of the grant and prevented the complete evaluation of the grant objectives and goals. The material presented and reviewed is therefore only a partial result of the original proposed grant project.

1/17/69 Letter Request

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PREFACE

In September of 1961, the Administration of the North Dakota Division of Vocational Rehabilitation decided that they would like to provide an opportunity for the blind and partially seeing of the State of North Dakota to take part in an adjustment and pre-vocational training program made available through the Division of Vocational Rehabilitation. Mr. Rodney J. Kossick, a Vocational Rehabilitation Counselor on the staff of the Division of Vocational Rehabilitation, was granted a year's leave of absence so that he might attend the Orientation and Mobility Training Program for the Blind at Western Michigan University at Kalamazoo, Michigan. It was intended he should return to the State upon completion of his training at Western Michigan in order to direct the new Adjustment and Pre-Vocational Training Program that would be organized at that time.

In September of 1962, Mr. Kossick returned to the North Dakota Division of Vocational Rehabilitation and began the process of securing staff members, office and classroom space, and necessary equipment and working agreements with the University of North Dakota and the Medical Center Rehabilitation Unit located on the University of North Dakota campus.

Application for a Vocational Rehabilitation Research Development Grant was made in February of 1965 in order to up-grade the quality of the program and to document the feasibility of conducting an Orientation and Mobility Training Program for the Blind and Partially Seeing in a sighted environment. The application for this grant was approved by the Vocational Rehabilitation Administration and was made effective on July 1, 1965.

ACKNOWLEDGMENTS

The Orientation and Mobility Training Project in a Sighted Rehabilitation Center and the State School for the Blind could not have become a working project without the valuable assistance from many individuals and agencies. We would like to acknowledge the valuable assistance rendered by the Vocational Rehabilitation Administration, The North Dakota Division of Vocational Rehabilitation and especially the generous cooperation of the University of North Dakota and the Medical Center Rehabilitation Unit on the University campus. This project has been and will remain a cooperative effort to assist the blind and partially seeing citizens of North Dakota in the process of their rehabilitation. Without the cooperation of the University of North Dakota in the area of housing and the Medical Center Rehabilitation Unit in the area of using their staff members to provide evaluation and therapy services, this project would not have proven economically feasible for our small rural population.

We would like to extend our special thanks to the staff members who have expended many hours of dedicated labor toward developing a worthwhile and meaningful program to assist the visually handicapped in adjusting to their disability. We would also like to acknowledge the special services and activities of the Lions Clubs throughout the State, who have rendered assistance to our Program and to individual clients on many different occasions. We must also give thanks to the Occupational Therapy students attending the University of North Dakota who have given individual assistance and instruction to our clients as part of their class work experience and, in some instances, on their own time.

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CHAPTER I

THE STRUCTURE OF THE PROJECT

PROJECT PURPOSE

To demonstrate the feasibility of conducting an orientation and mobility training program for the adult blind and partially seeing citizens in a sighted setting. The clients will attend the training program for a period of sixteen weeks, during which time they will live in University dormitories with sighted students and will attend classes in the Medical Center Rehabilitation Unit with sighted physically disabled individuals. An attempt will be made to determine if the contact with sighted individuals adds to or detracts from the total training program and its results.

The objectives are listed as they were presented in the original grant application.

General Objectives:

1. To reemphasize the basic mission of work for the blind; namely, to determine methods of accomplishments without sight and make these methods available to blind persons who are in need.

2. To establish a means of demonstrating to the field the validated skills in mobility which have lately been organized at Veterans Administration Hospital

(Hines), St. Paul Rehabilitation Center, Industrial Home for the Blind, and Valley Forge.

3. To demonstrate the economic feasibility of training visually handicapped individuals at a Center located in North Dakota and supervised by the North Dakota Division of Vocational Rehabilitation.

Specific Objectives:

1. Through systematic teaching by a competent trained instructor, to demonstrate to blind persons the possibilities of cultivating maximum capability in mobility without sight, thus helping them to discover and capitalize in latent aptitudes in mobility skill.

2. To give key officials who make decisions with respect to programs for blind persons, as well as working practitioners functioning in direct personal contact with the blind persons, a realization of the increased capability which can be achieved through the above-mentioned type of instruction.

3. To implement the demonstration project by employing a fully sighted, qualified instructor, either from one of the two university training courses in mobility,

or an instructor with five or more years of experience at a recognized training center working full-time as a mobility instructor.

4. To implement the demonstration project by practical arrangements for identifying clients having a need for such instruction, bringing instructor and client together in a favorable relationship, allowing sufficient time to achieve a satisfactory result which may mean as much as two hours daily for four months, during which instructor and trainee work in all kinds of neighborhoods and terrain.

5. The main objective of the project will be meeting the needs of persons whose sight is of no real use to them in getting about. The Agency, through its cooperative relationship with Ophthalmologists, Department of Public Welfare, The School for the Blind, The University of North Dakota, The Medical Center Rehabilitation Unit of the University of North Dakota (a complete rehabilitation center which formerly accepted only sighted clients), public and private school systems, and other organized agencies servicing blind persons, is in close contact with persons who need orientation and mobility instruction.

Using the national incidence of blindness, there are 1081 blind persons in North Dakota. Our estimate, based on our experience in the field, is that seventeen percent or 184 persons currently need mobility and travel training. It is also estimated that an average of 85 new cases of blindness occur each year with 40 percent or 34 persons in need of this service. These estimates include the students of the State School for the Blind. Currently 33 percent of these students are in need of mobility training.

During Fiscal 1963, our Home Teachers gave services to 372 blind individuals. They gave a minimum amount of travel training to 59 of this group. Time did not permit additional services. All of this group and many more should have been given services such as described in this project.

In all such cases considered for mobility instruction, careful ophthalmological screening will be conducted to insure the need for such training.

6. To keep careful histories of the learning processes in order to add to existing information with respect to method.

TYPE OF PROJECT

A selected demonstration project to determine the feasibility of establishing an adjustment and pre-vocational training program for the blind in a sighted setting at the University of North Dakota campus with segments of the training services being purchased from the Medical Center Rehabilitation Unit, a part of the University of North Dakota Medical School. Special emphasis being placed on orientation and mobility instruction in the proper use of the "Long Cane" under the supervision of a fully trained and qualified mobility instructor.

JUSTIFICATION OF THE PROJECT

The considerations are listed as they were presented in the original grant application.

Considerations:

1. This agency has observed with a great deal of interest the development of a body of knowledge by the research work completed at Veterans Administration Hospital (Hines), St. Paul's Rehabilitation Center, the Industrial Home for

the Blind, and Valley Forge, where an organized method of providing mobility and orientation instruction for blind persons has been developed.

2. By developing this program around the two modern facilities, the State School for the Blind and the Medical Center Rehabilitation Unit of the University of North Dakota, both of which are on the campus, we can make maximum use of existing State facilities.

3. Through the use of qualified mobility instructors who will apply the methods established by earlier research, it is believed that the blind population of this rural state will receive the best available training for total mobility because it will be given within the State, using State facilities staffed by professional people who are knowledgeable of the conditions and needs of a rural population.

4. One of our staff members was accepted and obtained his Masters Degree in Orientation and Mobility at Western Michigan University. He returned to our Agency and has been laying the groundwork essential to the establishment of a complete program.

The backlog of blind persons in North Dakota in need of training makes it obvious that with the planned program, two mobility instructors will be needed.

5. It has previously been necessary to utilize the rehabilitation facilities of other states in order to obtain semi-skilled instruction. Since these centers are located in metropolitan areas, the skills taught are not always adaptable to the environment to which the client must return upon completion of his training.

REVIEW OF INFORMATION

A body of knowledge has very recently been developed by research at Veterans Administration Hospital (Hines), St. Paul's Rehabilitation Center, the Industrial Home for the Blind, and Valley Forge. From this research we have been impressed with the curriculum developed to institute the two university mobility instruction programs. The Agency has been interested in observing the development of orientation and mobility programs in other states in the nation and will continue to follow their progress.

The initial organizational studies were carefully reviewed and much of the material developed by these programs and all appropriate findings

were incorporated into the plans for the training project. A careful examination of all available study materials was made in order to determine the minimum requirements for adequate staff and training facilities. The successful training center at the Veterans Administration Hospital (Hines) was used as the pattern for formation of the final training program.

SETTING

The North Dakota Division of Vocational Rehabilitation Adjustment and Pre-Vocational Training Program for the Adult Blind and Partially Seeing is located on the campus of the University of North Dakota at Grand Forks. Grand Forks is a community with a population of 40,000 located on the northeast border of the State at the junction of the Red Lake River and the Red River of the North. Across the Red River, in Minnesota, lies the community of East Grand Forks with a population of 8,100. The major economic activities in the area are agriculture, the University of North Dakota, and the Grand Forks Air Force Base, which is located about fifteen miles west of the city.

The University of North Dakota has a student enrollment of approximately 6,000 and is located on the west edge of the city. In connection with the University Medical School, they have a facility known as the Medical Center Rehabilitation Unit. This Center provides diagnosis, therapy, evaluation, and treatment for severely disabled individuals who have suffered the loss of certain body motor functions due to accident or illness. A full staff of medical and professional personnel engages in the complete spectrum of physical rehabilitation activities. Our Program utilizes many of the

services available at the Center. The students use these facilities which include physical therapy, nursing care, occupational therapy, pre-vocational evaluation and medical services provided by the Center.

The students are housed in University dormitories and eat their meals at the Medical Center Rehabilitation Unit. The Communications classroom and Blind Services offices are located in the University Occupational Therapy Building, which adjoins the Medical Center Rehabilitation Unit on the campus. All outdoor mobility training takes place in the residential and business sections of the Grand Forks and East Grand Forks communities.

CHAPTER II

PROJECT: DESIGN

THE ADJUSTMENT AND PRE-VOCATIONAL TRAINING PROGRAM

Persons served under this Program are those whose visual disability is so severe as to present a handicap to their total rehabilitation including mobility. This includes persons with little or no useful vision.

In selection of trainees, the present medical eligibility requirements of the general program of the Agency are observed and incorporates a complete ophthalmological examination and review by the Agency's medical consultant.

The client's established need for mobility training, vocational goals and his anticipated location, as well as his genuine motivation and cooperation determines the extent of instruction which is needed in his case.

In the cases requiring the services of a competent social worker, the determination of this need is made by the entire staff working with the trainee. This staff comprises the Project Director, the Counselor, the Mobility Instructor and either the Area Child Welare Center, or a Social Worker from the Medical Center Rehabilitation Unit.

In general, the Agency uses those methods already proven successful

and purchases necessary social work services from established agencies such as the Medical Center Rehabilitation Unit. Complete psychological examinations are adminstered by the Agency's consultant psychiatrist when deemed necessary.

The Adjustment and Pre-Vocational Training Program is geared to handle twenty full-time clients per year, who require complete orientation and mobility instruction. The total number of actual clients served by the Program may exceed this number since some of the trainees with partial vision do not require mobility training. In addition, the Program will conduct extended evaluation procedures on individual clients to aid rehabilitation counselors in determining feasibility of providing vocational rehabilitation services to these individuals.

GOVERNMENT REGULATIONS

The Adjustment of Pre-Vocational Training Program for the Adult Blind and Partially Seeing is supported by State funds along with Federal matching funds and meets the "State-wide" requirements of eligibility for such Federal assistance.

CRITERIA FOR ADMISSION

Clients for the Adjustment and Pre-Vocational Training Program for Adult Blind and Partially Seeing are referred by the North Dakota Division of Vocational Rehabilitation District Office Rehabilitation Counselors. The original referral may come from the client's family, physician, various agencies, or other individuals. In practice, all active trainees in the

Program have been North Dakota Division of Vocational Rehabilitation clients. The lower age limit has been sixteen years and no fixed upper age limit has been established in determining eligibility. Referrals are made for the purpose of pre-vocational training and evaluation. Cost of maintenance and purchased services are paid by the North Dakota Division of Vocational Rehabilitation or other agencies, such as County Welfare Boards or Social Security Administration, which may be involved in the particular case. Wherever possible, the client who has sufficient financial funds assumes cost for his own room and board and personal maintenance. Transportation costs to the Training Center and return upon completion are furnished by the Division of Vocational Rehabilitation.

STAFF PERSONNEL: FULL-TIME

PROJECT DIRECTOR:

Rodney J. Kossick, B.S. in Psychology, Moorhead State College, Moorhead, Minnesota; M.A. in Orientation and Mobility at Western Michigan University, Kalamazoo, Michigan.

Mr. Kossick served one year as a rehabilitation counselor, after which he was granted one year's leave of absence to complete the Orientation and Mobility training at Western Michigan.

Mr. Kossick returned from Western Michigan University to the North Dakota Division of Vocational Rehabilitation in September of 1962. Under

the direction of Merle Kidder he began the preliminary procedures necessary to organize the Adjustment and Pre-Vocational Training Program for the State. He was instrumental in securing the original staff and in making the initial contacts necessary to setting up a training program on the University of North Dakota campus. All of the preliminary steps were completed and in March of 1963 the first full-time trainee was enrolled in the Program.

Mr. Kossick served as Project Administrator, Supervisor of trainee staffing, coordinated training programs for individual clients with staff members and functioned as Orientation and Mobility Instructor for all trainees requiring this service.

ADJUSTMENT COUNSELOR:

Edwin G. Christensen, B.S. in Secondary Education, St. Cloud State College, St. Cloud, Minnesota; M.E.D. in Guidance Counseling, University of North Dakota, Grand Forks, North Dakota.

Mr. Christensen functioned as Adjustment Counselor with each trainee and provided them with support counseling throughout the training program. He also administered psychological tests for evaluation purposes and to obtain background information concerning trainee aptitudes, interests and emotional adjustments. He also provided informational guidance through group discussions and participation activities. Mr. Christensen functioned as Supervisor of trainee recreational activities, such as swimming, bowling, etc.

It was also part of his duties to assist the Project Director in organizing and carrying out trainee staff and administrative duties. His duties included also the conducting of psychological testing and interviews for clients referred by the Division of Vocational Rehabilitation or other agencies for extensive evaluation purposes.

PROGRAM SECRETARY:

Mrs. Cora Como assisted with the testing as well as performing the duties of the secretary. She also served as a hostess to the beginning trainees and participated in the initial orientation of the individuals upon entry in the training program.

STAFF PERSONNEL: PART-TIME

COMMUNICATIONS TEACHER:

Mrs. Marianne Lamb, B.S. in Business Education, University of North Dakota, Grand Forks, North Dakota.

Mrs. Lamb has five years of teaching experience in high school business education and is employed as a Communications Instructor in the Adjustment and Pre-Vocational Training Program. She teaches Braille, typing, script writing and other related communications skills.

PURCHASED SERVICES:

Members of the staff of the Medical Rehabilitation Unit also participate in the Program. They are Miss Bonnie Johnson and Mrs. Carol Wick, Registered Occupational Therapists; Mr. Richard Omang, Supervisor of the Vocational Evaluation Department; Mr. Raoul Sparks, Assistant, Vocational Evaluation Department. These instructors teach daily living skills, health, personal hygiene and grooming as well as vocational evaluation and work assessment.

Mr. Harold Randall, Clinical Psychologist; Tom Stolting, Social Case Worker; Kenneth Koch, Physical Therapist; Mrs. Ensrude, Registered Nurse; and Donald D. Barcome, M.D., were utilized in the total programming. Services were procured from these individuals whenever required in individual cases.

VOLUNTEER ASSISTANCE:

The University of North Dakota Occupational Therapy Department, directed by Dr. Amy Lind, provided valuable aid to the Training Program in the form of individual aid to trainees in study and recreational activities. This assistance was rendered by under-graduate students who are majoring in Occupational Therapy and engage in this activity as part of their course requirements and training. This work was coordinated by the Program staff and Dr. Lind, Director of the University Occupational Therapy Department.

The University Chapter of Delta Gamma Sorority provided assistance to newly arrived trainees in getting from dormitory to the class room and training locations until they had mastered a sufficient amount of mobility skills to enable them to make these trips independently. They also escorted trainees to recreational activities and University and local social functions at various times during their training program.

Valuable financial assistance and providing of some pieces of equipment has been rendered to the Program by the Lions Club of Grand Forks as part of their on-going project to aid and assist the visually handicapped.

FINANCIAL SUPPORT FOR THE PROGRAM

Initial support for the Adjustment and Pre-Vocational Training Program was provided by State funds along with Federal matching funds. Beginning on July 1, 1965, a Vocational Rehabilitation Administration Grant was obtained to support a Demonstration Study Project for a period of two years but this Grant was terminated after eighteen months. Costs of purchased services, individual maintenance and necessary medical expenses were paid by the North Dakota Division of Vocational Rehabilitation or other agencies, such as County Welfare and Social Security depending upon which was involved with the individual trainee.

CHAPTER III

STRUCTURE OF THE PROGRAM

PROGRAM PHILOSOPHY

There are two primary purposes for the training program, these being adjustment and vocational evaluation. The program attempts to assist the student in his social, psychological and physical adjustment to blindness. Intense individual instruction is given by an experienced staff so the individual may learn the skills necessary to live without sight. It is also the philosophy of the program to give the student a more realistic appraisal of both his abilities and limitations, as well as to help him develop a real sense of self confidence and personal worth.

The program also attempts to evaluate the student's vocational potential and provide him with information that will help him make intelligent decisions towards his goals. This staff constantly evaluates the students attitudes, interests, aptitudes and specific abilities as he progresses through the program. The staff also observes his personality development and other factors which are pertinent to the adjustment process and vocational evaluation. Staff meetings are held each week and the students progress in the above mentioned areas is noted and discussed and future plans are based on these meetings.

PROGRAM DESCRIPTION

The Adjustment and Pre-Vocational Training Program for the Blind and Partially Seeing functions on the campus of the University of North Dakota in Grand Forks. However, the Division of Vocational Rehabilitation is not affiliated with the University of North Dakota but rents facilities from the University.

The facilities of the University are used to conduct the program. Men students will reside in Budge Hall, in double rooms shared with another student in the program or a University student. If it is preferred, a single room may be obtained. The women students may obtain similar housing in Johnstone Hall on the University campus. Laundry facilities are available in these dormitories as well as TV rooms and vending machines for cigarettes and confectioneries. Radios are provided in the room for each student.

The instruction takes place in two buildings on the University campus. The Braille, typing and communications are instructed in the Occupational Therapy Building located directly behind the Medical Center Rehabilitation Unit. The daily living activities and Vocational Evaluation are instructed in the Medical Center Rehabilitation Unit. Meals and nursing service are also available. The Program Supervisor and the Secretary assist the students with their daily travel while they are learning routes they will be using during their training.

It will take approximately sixteen weeks for the average person to complete the training program. During this time, he will participate in class work six hours a day, Monday through Friday. Testing, counseling, and social and recreational activities will be in addition to the thirty hour weekly instructional period. The students will also be expected to study assignments and practice newly learned skills daily.

PROGRAM CONTENT

Orientation and Mobility Skills:

This is the most important part of the student's adjustment and rehabilitation process. It is in this area that he will learn the skills which will allow him to move about unaided, at will. This enables the student to put his other skills into practice and function as any other person does in society. He will receive two one-hour periods of mobility training per day, learning the skills of independent travel and the concurrent training of his natural traveling abilities--the other senses used in orientation and mobility. The mobility instruction is given individually and is geared to the student's needs and abilities. The Hoover or "touch technique" with the long cane is the method that is utilized in mobility instruction.

First, he will learn the fundamental orientation skills and the safety procedures for mobility and will then proceed to the basic cane skills indoors. After advancing to outdoor training, the student will learn the mechanics of mobility which involve crosswalks, curbs, alleys, driveways, and street crossings. Durin his advanced training, he will become more aware of his environment and the subtle clues it offers and will be introduced to more complex situations. The final stages of mobility will include public transportation, crowded business districts and moving about in stores and restaurants and other situations that will insure the student of being able to travel anywhere by himself.

Braille and Script Writing:

The student will be taught by a new, faster method. He will learn the various methods of writing Braille, using the Braille writer and the slate and stylus. Books and articles of interest will be presented to help him improve his speed and accuracy. Script writing will also be introduced so that the client may learn how to sign his name properly and be able to write a handwritten letter. Material will also be introduced so that the client will develop a skill in writing Braille. Practical applications of Braille

in daily living activities will also be presented.

Typewriting and Communications Skills:

The student will be taught how to use the typewriter for personal correspondence or business use. This will include learning to use various typewriters, use of margins and tabulators, cleaning a typewriter, and similar skills. Instruction will be given in English usage, and spelling, as it is necessary. Training in transcribing and recording machines is also offered.

Daily Living Activities:

The students will learn how to maintain their own rooms including dusting, sweeping, making the bed, emptying ashtrays and wastebaskets. Clothing selections and care, grooming, personal hygiene, and laundering instructions will also be offered. The often difficult problems of eating, table etiquette, money identification and management, and telephone usage are included. Personality development and social graces are also a part of the Program.

Occupational Therapy and Evaluation:

The students will be directed in the use of materials, instruments and tools in a way that will cause them to formulate manual performance habits and attitudes of a more efficient nature than those which they formerly had. The students are first directed in simple projects and after each accomplishment modifications of method will result in confidence and greater ability to perform more complex tasks. Tactual observation, bimanual coordination, attention to instructions, and lay out principles are stressed in the early projects, which are working with leather, lacing and the loom.

As the student progresses, he will work with power driven lathes, saws and milling machines with safety principles he understands and will gain greater confidence in his ability to perform in a purposeful fashion. Modifications of measuring, marking and calculating are also instructed.

Testing and Counseling:

Testing

The testing procedure covers the areas of personality, vocational interest and intelligence (verbal and performance). The purpose of the testing program is to

determine the client's strengths and weaknesses in all areas of his personality. In this way, we can better understand the best approach to assist the client in mastering the techniques taught in the various parts of the program. The test results are used by the staff members to develop an efficient instructional relationship with the client. These results are also used in the counseling situation in order to assist the client in forming a better understanding of himself as a personality. These test results are also valuable measurements of the individual client's potential for future vocational training as well as performance in the program.

Counseling

Each client takes part in a regular weekly counseling session. The purpose of the session is to help the client make a successful adjustment to the program as well as to his visual handicap. When a client first enters the program, the initial counseling session contains general information concerning the program activities and question answering to satisfy any doubts the client may have related to it. During the first few weeks the client is in the program special sessions are scheduled at which time the various psychological tests are administered. The test results and interpretations of

them are then presented to the client during a counseling session and he is offered an opportunity to ask questions and to discuss them with the counselor.

Daily life situations concerned with personal grooming, eating, travel and other social activities are discussed during the course of counseling and the client is informed about special techniques he can use to compensate for his lack of vision in performing such activities. The client is informed that any special problems he encounters should be brought to the attention of the counselor in order to discuss various ways and means of overcoming them. It is emphasized that the role of the counselor is not to make decisions for the client but rather to aid the client in every way possible to make decisions for himself. Special emphasis is placed on positive motivation and thinking and the client is helped to emphasize his abilities rather than his disabilities. In this manner he is assisted toward the development of domestic, social and vocational plans for the future.

Social and Recreational Activities:

The students are encouraged to take advantage of the social and recreational opportunities that are offered by the University and the Grand Forks area. The program includes weekly bowling or golfing as the season may be. The program also includes a statewide bowling tournament. The University sports contest are also available to the students and these include basketball, hockey, football, track and wrestling. The University also offers lectures, musical programs and top name entertainment on special occasions. Trips to the local movie theaters are also a part of the program as well as occasional invitations to homes in the community. The students also participate in events of the session such as skating, tobogganing, picnics, fishing and related activities.

CHAPTER IV

PROGRAM STATISTICS

This chapter contains information concerned with the training activities and extensive evaluations carried out by the staff members with all of the clients served by the program during the period from July 1, 1965 to December 31, 1966. A total of 16 clients were served by the program during the grant period beginning July 1, 1965 and ending December 31, 1966. This number was composed of 12 adult males and 4 adult females. The ages of the males ranged from 16 to 55 years, and the females ranged in age from 25 to 57 years. Twelve of the males and 4 of the females were full-time trainees, while the other two males were involved in the program through extended evaluation activities. As the statistics indicate, two of the males and one of the females did not successfully complete the full training program before their participation terminated.

Orientation and Mobility Instruction:

Number of Clients Served	Male	Female
Complete Training	4	1
Partial Training as Needed		2
Incomplete Training	2	1
Not Required-Useful Vision	1	1
Extensive Evaluation	1	

Communications Skills:

Braille:

Number of Clients Served	Male	Female
Grade II Completed	5	3
Grade I Completed	1	
Braille Incomplete	1	
Braille Not Taught-Useful Vision	2	
Typewriting:		
Complete Mastery of Typewriting	2	3
Mastery of Typing for Personal Use	5	
Incomplete Training	1	1
Mastery of Dictaphone	2	3
Script Writing:		
Successfully Mastered	7	2
Occupational Therapy:		
Training:		
Daily Living Skills	8	4
Home-making Skills		3
Handicraft Skills (knitting, etc.)	1	3
Evaluation Projects:		
Fully Completed	8	3
Incomplete Training		1
Vocational Evaluation:		
Evaluation Projects completed	8	
Gasoline Engine Maintenance Evaluation	5	

Adjustment Counseling and Testing:

Psychological Testing:

Number of Clients Served	Male	Female
Intelligence	10	4
Personality	7	2
Vocational Interest (Kuder)	1	2
Adjustment Counseling:		
Individual	10	4
Group	6	2
Vocational Counseling	8	2
Length of Training Period:		
Full Time (16 weeks)	7	3
Successful Completion (16 weeks)	6	3
Incomplete Training	2	1
Extended Evaluation (1 week)	1	
Extended Evaluation (1 day)	1	

During the 18 month period of the Grant, the total number of clients served by the Program is significantly small due to the inability of the Project Director to secure the services of a second Orientation and Mobility Instructor to complete the staff make-up. This fact made it necessary to limit the number of trainees served as it was impossible to provide adequate mobility instruction with only one staff member qualified to carry out this form of training.

One of the male trainees who did not successfully complete the Program had to terminate his Program activities because of an accident in which he suffered a double fracture of the lower right leg making it impossible for him to participate in mobility instruction. The other male trainee who discontinued the Program before completion lacked the necessary motivation needed to achieve success in the various phases of the training program. The one female who did not complete the training activities withdrew from training because of emotional instability and an obsessive desire to return home, where she and her husband were in the process of constructing a new home. These three failures were not due to the Program content or methods employed in the training process and therefore should not be considered direct results of the instructional methods employed in the Program.

CHAPTER V

PROJECT CONCLUSIONS AND RESULTS

One of the primary factors this Project was designed to evaluate was the practicality of establishing an Adjustment and Pre-Vocational Training Program for the Adult Blind in a "sighted setting" on the campus of the University of North Dakota at Grand Forks. The Project results definitely indicate that this Program in the University setting functions extremely well and provides a great amount of positive motivation to the trainees who participate in it. It enables all trainees to discover the reactions of the sighted toward visually handicapped individuals and provides them with an excellent training experience in which they can learn how to cope successfully with these attitudes on the part of the sighted. The "sighted setting" also provides incentive for the trainee to quickly learn the necessary mobility skills so that he can function independently in getting around on the campus in order to take part in all phases of the training program. We must also be aware that whenever necessary assistance is needed by the trainee from some individual who has sight, he does not have too much difficulty securing the assistance of someone around him. We feel that the visually handicapped trainee will not be functioning in a "blind" world when he concludes his training, and therefore, it is extremely important he learn how to function and relate in and to sighted society. The University setting provides an excellent opportunity for just such a learning situation.

A secondary goal of the Project was to determine the practicality of purchasing training and evaluation services to supplement the Adjustment and Pre-Vocational Training Program where facilities and staff were not provided for. We find that making use of Occupational Therapist, Vocational Evaluation Specialists, Social Workers and Medical and Nursing Staff at the Medical Center Rehabilitation Unit is very desireable in that it eliminates the necessity for a much larger staff at a considerably higher payroll requirement. We also find that it eliminates the necessity for a large amount of equipment investment and the necessary physical plant in which to carry out the training functions connected with these activities. We discovered that the availability of these purchased services significantly reduces the over-all program costs and makes it possible for a rural state with a small population to provide the visually handicapped citizens with an adequate adjustment and pre-vocational training program for the blind within the State boundaries. The availability of these supplemental purchased services are a key factor in establishing a state wide program and without them it would not be economically feasible to establish such a program in a rural sparsely populated state. In order to fully evaluate the potential of this type of a program, it would be necessary to have a full and complete staff in order to be able to serve a full client load so that we might discover the strengths and weaknesses of the entire program. It was not possible to do this because of the position that should have been filled by a second Orientation and Mobility Instructor. The results we have explained and discussed are partial and should not be considered final and conclusive evidence either in support of or in opposition to the worthwhileness of this kind of training program. The premature

termination of the Grant period also had an adverse effect on the overall results and tends to diminish the total conclusions that might have been made concerning this Project. We do feel, however, that the results which were achieved warrant a positive conclusion that this kind of training program is worthwhile and should be seriously considered as a possible training service which can be provided by states with populations and economies similar to North Dakota.

The trainees who have participated in this Program have indicated that they feel it is extremely worthwhile to them and that they might not have participated in such training if they had been required to leave the State to receive it. A good measure of the success the Program has achieved is that the trainees who have completed the Program are for the most part either currently employed or successfully engaged in some form of vocational training. The success of this kind of program depends upon getting the best possible people to function as full-time staff members because the small number they represent must still provide the highest quality of training possible if the program is to be worthwhile and useful to the individuals they serve.

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AMERICAN FOUNDATION FOR THE BLIND
15 WEST 16th STREET
NEW YORK, N.Y. 10011